

2022 Annual Report

Hassall Grove Public School



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Introduction

The Annual Report for 2022 is provided to the community of Hassall Grove Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our vision is for our students, their families, and staff to communicate and cooperate as partners and instil a strong sense of belonging to ensure that each student has the opportunity to fulfil their academic potential. Hassall Grove Public School consistently promotes deep understanding of the diverse backgrounds and cultures of our whole school community through a highly inclusive approach. We envision our students as future citizens of their community who are well equipped with empathy, understanding, and the skills to work collaboratively.

Hassall Grove Public School strives to achieve a continuous cycle of improvement to maximise student learning outcomes.

School context

Hassall Grove Public School is located in the Mount Druitt Network with an enrolment of approximately 703 students. 50% of our students have English as an Additional Language or Dialect (EAL/D) and 72 students identify as being of Aboriginal or Torres Strait Islander background. Our FOIE currently sits at 121.

The wellbeing and academic success of our students are the primary concerns of the whole school community. We deliver a strong Social and Emotional curriculum through the program 'Second Step' to enhance learning readiness in our students. We engage students through programs such as Accelerated Literacy (AL) and Targeted Early Numeracy (TEN). These approaches ensure students with a wide range of abilities are catered for in Numeracy and Literacy.

The wealth of resources at Hassall Grove Public School, particularly in technology, ensures students are consistently highly engaged in Project Based Learning and Science, Technology, Engineering, Art and Mathematics (STEAM) units of work. During their playtime students have a vast, well-resourced playground to explore and a wide variety of special interest groups available to join. These are supported by our student leaders.

As a result of our Situational Analysis, Hassall Grove Public School will continue to have a shared approach to school improvement and leadership and use current and up to date research to support whole school improvement. We have a relentless focus on building the skills and strategies to promote reading and numeracy for ongoing school improvement. Through a professional, enthusiastic staff we build high expectations for excellence in teaching and learning and a passion for education throughout our entire school community and well beyond our own school gates.

Hassall Grove Public School collaborates with a range of additional experts in Literacy and Social and Emotional learning who facilitate targeted professional development. We work closely with our colleagues from Early Childhood Centres and our local Public Education High Schools. This enhances our whole school community approach to student welfare and learning from before children officially enter our school, right through to when students integrate into high school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To enhance and maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will further develop and refine data-driven and research-based explicit teaching practices that are responsive to the learning needs of our individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices in reading and numeracy
- Building expertise in explicit teaching

Resources allocated to this strategic direction

Professional learning: \$10,606.08

English language proficiency: \$158,181.72

Low level adjustment for disability: \$273,110.15

Socio-economic background: \$252,399.00

Summary of progress

In 2022, the key areas of data analysis and improving student outcomes in reading and numeracy continued to feature significantly. Our executive team and data coordinator led staff in analysing student data and as a result teachers were more confident in using data to inform daily teaching programs. 85% of teachers surveyed regularly use internal data measures to inform their teaching. The Learning and Support Coordinator and school counsellor implemented a new referral pathway and provided professional development for all teaching staff on class based interventions. As a result 100% of teaching staff surveyed noted they had a good understanding of curriculum adjustments. All identified students have Individual Learning Plans and Personalised Learning Pathways with individual goals and program adjustments. Research of evidence-based practices was undertaken and, as a result, all Kindergarten and Year 1 teaching staff were engaged in extensive professional learning of the Little Learners Love Literacy program to assist in the implementation of decodable texts to align with the new curriculum reform. 100% of staff surveyed felt confident teaching the program with 88% seeing student reading growth within the first term of implementation. As we move forward and after extensive evaluations, we will continue to implement the programs of Soundwaves, Targeting Early Numeracy and Little Learners Love Literacy. In 2023 the Assistant Principal Curriculum and Instruction will work alongside with the executive team to increase data driven practices and build expertise in explicit teaching to ensure positive learning outcomes for all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target of 27.0% in numeracy.	2022 NAPLAN data indicates 13.40% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. 2021 NAPLAN results showed 20.79% of students achieving this target. Focus on this target has resulted in revised learning support and teaching practices to best meet the needs of student to improve student learning outcomes.
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target of 35.9% in reading.	2022 NAPLAN data indicates 26.67% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. 2021 NAPLAN results showed 28.02% of students achieving this target. Focus on this target has resulted in revised learning support and teaching practices to best meet the needs of student to improve student learning outcomes.
Improvement in the percentage of students achieving expected growth to	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

be close to the school's lower bound system-negotiated target of 62.6% in numeracy	
Improvement in the percentage of students achieving expected growth to be close to the school's lower bound system-negotiated target of 62.2% in reading	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal growth data in Targeted Early Numeracy indicates that 75% of students are at stage appropriate targets.	Internal growth data indicates 79% of students achieved stage appropriate targets in additive strategies.
Internal growth data in literacy indicates that 60% of students that successfully complete the Rip It Up Reading program are reading at stage level as determined by the Rip It Up Reading Team	Internal growth data indicates 90% of students completed the Rip It Up Reading program successfully.
A range of evidence supports school self-assessment of the School Excellence Framework (SEF) elements 'Data skills and use' and 'Assessment' indicates improvement in collecting and using data to inform planning and meet individual learning needs in Sustaining and Growing.	Self Assessment against the School Excellence Framework shows the school currently working towards delivering in the elements of Data skills and use and Assessment.
An increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's prior period comparison of 35.12%.	The percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading rose from 21.4% in 2021 to 52.9% in 2022, an increase of 31.5%.
An increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's prior period comparison of 7.94%.	The percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy rose from 21.4% in 2021 to 29.71% in 2022, an increase of 8.31%.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Effective classroom practice as staff demonstrating Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Effective classroom practice.

Strategic Direction 2: Wellbeing and Community Engagement

Purpose

Enhance and promote student wellbeing and community engagement in order to strengthen positive and respectful relationships to ensure an optimum learning environment for all students to achieve to their potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting Wellbeing for whole-school success
- Fostering positive relationships

Resources allocated to this strategic direction

Low level adjustment for disability: \$7,066.00

Socio-economic background: \$125,619.92

Professional learning: \$6,365.00

Aboriginal background: \$68,697.65

Summary of progress

This year saw a strengthened approach to student wellbeing and attendance. Students identified as requiring intervention for attendance were referred to the Home School Liaison Officer. 96% of parents surveyed stated that the school encouraged and supported student attendance. A planned approach of our social and emotional programs saw Life Skills providing intensive workshops for students in kindergarten to Year 3. Internal behaviour data presented a decrease in negative behaviours from students engaged in the program. Second Step continues to be successfully implemented as a whole-school program with our School Learning Support Officers providing playground assistance for identified students. 95% of students surveyed can successfully identify calm down strategies. Our learning and support coordinator successfully engaged in professional development of the 'Feelings' program, which was implemented for targeted students. After a long hiatus of our Playgroup due to Covid restrictions it was successfully reinstated. Over 40 children and carers attend each week. Due to its success, it was held twice weekly and became a strong aspect of our kindergarten orientation, allowing future kindergarten students to visit kindergarten classrooms regularly. Towards the end of the year the community were invited to participate in guided tours of the school and family picnic days. As a result 90% of parents surveyed stated that their children felt supported by the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school greater than 90% of the time to be above the school's lower bound system-negotiated target of 78.6%	The number of students attending greater than 90% of the time or more has decreased by 22% to 41.98%.
An increase in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be above state average.	Tell Them From Me data shows a 0.1% increase in students reporting above state average in Advocacy of school and has stayed consistent in Expectations and Sense of Belonging above state average.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Wellbeing, as staff demonstrating Sustaining and Growing.	77% of staff surveyed through internal measures indicated we were at or working towards sustaining and growing in the element of Wellbeing.
A range of evidence supports an	We saw an increase of 50% in Aboriginal and Torres Strait Islander

increase of ATSI students >30% participating in extra curricular activities and involved in leadership roles throughout the school.	students engaged in leadership roles and extra curricular activities in 2022 such as school leaders, sporting representatives and members of the School Representative Council.
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Strategic Direction 3: Instructional Leadership & Innovative Teaching

Purpose

The Leadership team to create a culture of high expectations and evidence based teaching. Curriculum will be enhanced with student centred pedagogies incorporating technologies and collaboration.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Innovative Teaching

Resources allocated to this strategic direction

QTSS release: \$133,800.00

Professional learning: \$26,050.00

Socio-economic background: \$20,450.50

Summary of progress

As a collaborative and cohesive staff, we continued to reflect on innovative practices and the development and improvement of all staff. Executive staff continue to implement evaluative practices across the school. Staff engaged in a Collaborative Learning Cycle where teachers were supported in individual goal development and evaluative thinking. 100% of early career teachers participated in observations, which resulted in explicit feedback and analysis. Executive staff begun their journey of teaching sprints and this will continue in 2023. New computers were rolled out throughout the school and advanced coding and robotic equipment purchased to support student learning growth. Teachers were engaged in STEAM and workshops in the CoLab to ensure they had access to technologies and programs available. Small groups in STEAM were introduced for identified high potential students resulting in students being exposed to authentic activities which promote their creative and critical thinking. Over 80% of classes had students engaged in these programs. Delayed initiatives in professional learning and stage 3 transition activities due to time limitations and the postponement of high school visit opportunities will see some activities carried over to 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Effective Classroom Practice as sustaining and growing in high potential and gifted education and STEAM.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Professional Standards as sustaining and growing.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Professional Standards.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element in Educational Leadership- Instructional leadership as sustaining and growing.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Educational leadership- Instructional leadership.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • resources purchased • SLSO support <p>The allocation of this funding has resulted in the following impact: students having access to texts and curriculum and receiving in class support to support their learning needs in the classroom.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students access curriculum with SLSO time in the classroom.</p>
<p>Integration funding support</p> <p>\$51,601.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hassall Grove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Integration funding was used to support identified students academically and socially. Meetings were successful with all stakeholders having an opportunity to discuss goals and student needs and parents feeling well supported. All eligible students receiving support from an SLSO to progress towards their personalised learning goals. All ILPs were regularly evaluated and were responsive to student learning needs.</p> <p>After evaluation, the next steps to support our students will be: The students on integration funding are well supported and staff will continue to work with carers and outside agencies to continue this success. In 2023, the school will take on a case management approach with regular meetings set up between the Learning Support Team, Principal, counsellor and classroom teacher to analyse student data to identify tiered interventions and discuss improving individual student outcomes.</p>
<p>Socio-economic background</p> <p>\$547,469.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hassall Grove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building expertise in explicit teaching • Supporting Wellbeing for whole-school success • Fostering positive relationships • Innovative Teaching

<p>Socio-economic background</p> <p>\$547,469.42</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support social and emotional learning program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement through our Playgroup • an above establishment position of an acting learning and support coordinator <p>The allocation of this funding has resulted in the following impact: Funding has resulted in a number of evidence-based programs such as Life Skills and Friends to support student wellbeing. SLSOs are timetabled in all classrooms to support student learning and tiered interventions such as Rip It Up Reading, which has resulted in positive learning growth. NAPLAN results showed 20% of Year 3 reaching the top 2 bands in reading. We saw 40% of year 3 students achieving in the top 2 bands in numeracy. All students have access to online curriculum and the school is well-resourced with playground initiatives, new seating and technologies. The engagement of a learning and support coordinator has resulted in the successful processes of the learning and support team to support all students such as the evaluation of school processes.</p> <p>After evaluation, the next steps to support our students will be: The executive staff will continue to implement strategies to support teacher development and evaluative practices. We will continue to engage SLSOs to support growth in student learning and high potential learning groups will continue in 2023 with an acting innovative learning and STEAM coordinator contracted to lead activities in the Strategic Improvement Plan.</p>
<p>Aboriginal background</p> <p>\$68,697.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hassall Grove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Fostering positive relationships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • community consultation and engagement to support the development of cultural artworks <p>The allocation of this funding has resulted in the following impact: Funding resulted in our Aboriginal students being well-supported in the classroom with SLSOs to work towards their individual learning goals and continue to increase literacy and numeracy results. Tell Them From Me data tells us that 98% of Aboriginal students surveyed agree that the school holds expectations for success. 100% of staff surveyed stated that the school embeds Aboriginal culture and respect. The school engaged a local Aboriginal artist to complete an outdoor artwork celebrating local culture and a sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: to continue to support our Aboriginal students achieve success and hold high expectations for their learning growth in numeracy and literacy through the engagement of SLSOs. We will support cultural competency and</p>

<p>Aboriginal background</p> <p>\$68,697.65</p>	<p>develop resources to embed the local language.</p>
<p>English language proficiency</p> <p>\$158,181.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hassall Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building expertise in explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom to support differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Funding led to the employment of staff to support EALD student growth in numeracy and literacy and ensuring students have equal opportunity to access the curriculum. Teacher observations and work samples have shown that students are engaged in their lessons and experiencing growth in their sense of belonging and social skills. As indicated through the EAL/D Learning Progressions survey it was identified that 34% of EALD students progressed from the developing to consolidating phase.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will introduce tiered interventions that align with the new K-2 curriculum. EALD students will be supported with both universal and tiered interventions. Staff will engage in professional learning to gain greater understanding of the EALD learning progression and how to successfully support student needs.</p>
<p>Low level adjustment for disability</p> <p>\$280,176.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Hassall Grove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building expertise in explicit teaching • Supporting Wellbeing for whole-school success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST teacher <p>The allocation of this funding has resulted in the following impact: The allocation of funding resulted in a highly supportive environment for our identified students to achieve their individual learning goals. Students with disability and identified social and emotional needs were supported in the playground and demonstrated improved behaviour and an increase in school engagement and wellbeing as identified through our internal behaviour data and teacher observations. With professional learning geared towards a learning support hub the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The main level of support was through the Rip It Up reading program and in the classroom with accommodations and adjustments to programs and learning activities supported by SLSOs.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$280,176.15</p>	<p>To continue to support students through our learning support team model and engagement of staff. The LST will be enhanced with the introduction of a Case Management approach. Regular meetings will be timetabled to include all staff members to analyse student data to inform tiered interventions to improve student learning outcomes.</p>
<p>Professional learning</p> <p>\$43,021.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hassall Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices in reading and numeracy • Building expertise in explicit teaching • Supporting Wellbeing for whole-school success • Instructional Leadership • Innovative Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release days for school data coordinator to build the capacity of staff in analysing student data • employment of casual staff for teachers to engage in professional learning and curriculum reform • resources purchased to support the implementation of evidence-based practices • Principal conference <p>The allocation of this funding has resulted in the following impact: Funding resulted in professional learning and workshops in data analysis. Professional learning was delivered to with staff to support student learning growth. Teachers were trained in the evidence-based program of Little Learners Love Literacy.</p> <p>After evaluation, the next steps to support our students will be: To continue to upskill staff to support the implementation of the new curriculum reform and provide professional learning that aligns with staff Performance and Development Plans and the goals identified in our Strategic Improvement Plan.</p>
<p>QTSS release</p> <p>\$133,800.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hassall Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Funding resulted in executive staff being released from class to support and mentor teaching staff through demonstration lessons and peer observations. Staff were engaged in learning walks to evaluate teaching strategies and improve teacher practice. 100% of staff surveyed felt well supported by the executive team and felt the school promotes a culture of high expectations.</p> <p>After evaluation, the next steps to support our students will be: To follow the same format in 2023 with providing executive release to support their team and lead improvement in identified areas. To enhance the development of aspiring leaders, we will develop a model of distributive Instructional Leadership where the executive team will engage in the</p>

<p>QTSS release</p> <p>\$133,800.00</p>	<p>teachings of Clarity by Lyn Sharratt and create a Professional Learning Community.</p>
<p>COVID ILSP</p> <p>\$433,348.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - number and phonics <p>The allocation of this funding has resulted in the following impact: Funding was used to support students in small groups tuition for improvement in literacy and numeracy. We saw pleasing growth through small intensive number groups across year 1 and year 3.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	383	392	395	373
Girls	344	309	300	283

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	88.8	91.6	87.2
1	89.5	86.6	88.8	84.5
2	91.0	88.3	91.2	83.9
3	91.5	88.2	91.1	85.9
4	92.2	88.0	91.7	84.0
5	91.2	89.0	90.5	85.1
6	91.7	90.8	92.0	85.3
All Years	91.1	88.5	91.1	85.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.8
Classroom Teacher(s)	24.44
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.26

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,164,454
Revenue	7,428,894
Appropriation	7,315,879
Sale of Goods and Services	22,280
Grants and contributions	82,993
Investment income	7,543
Other revenue	200
Expenses	-6,835,483
Employee related	-5,996,033
Operating expenses	-839,449
Surplus / deficit for the year	593,412
Closing Balance	1,757,866

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	52,594
Equity Total	1,054,524
Equity - Aboriginal	68,699
Equity - Socio-economic	547,466
Equity - Language	158,182
Equity - Disability	280,177
Base Total	4,764,743
Base - Per Capita	175,612
Base - Location	0
Base - Other	4,589,130
Other Total	729,631
Grand Total	6,601,492

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents about the school. Their responses are presented below.

Students

In 2022, students from Years 4, 5 and 6 were invited to complete the NSW DoE Tell Them From Me Survey (TTFM).

The TTFM '*Student Outcomes and School Climate*' Student survey measures indicators based on the most recent research on school and classroom effectiveness. Survey 1 results are based on data from 222 students across years 4, 5, and 6 who took the survey between 2 May 2022 and 9 May 2022 and Survey 2 from 242 students across years 4, 5, and 6 who completed the survey between 17 October 2022 and 2 November 2022. Hassall Grove Public School results are compared with the NSW Government norms, which are based on the results of all students in NSW government schools who participated in 2015.

Social-Emotional Outcomes

Students with a positive sense of belonging

- **Survey 1:** 73% of students feel accepted and valued by their peers and by others at their school compared with the NSW Government Norm of 81%.
- **Survey 2:** 69% of students feel accepted and valued by their peers and by others at their school compared with the NSW Government Norm of 81%.

Students with positive behaviour at school

- **Survey 1:** 86% of students that do not get in trouble at school for disruptive or inappropriate behaviour compared with the NSW Government Norm of 83%.
- **Survey 2:** 86% of students that do not get in trouble at school for disruptive or inappropriate behaviour compared with the NSW Government Norm of 83%.

Drivers of Student Outcomes

Explicit teaching practices and feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

- **Survey 1:** The school was rated at 7.8 compared with the NSW Government Norm of 7.5.
- **Survey 2:** The school was rated at 7.9 compared with the NSW Government Norm of 7.5.

Students who are victims of bullying

Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

- **Survey 1:** The school was rated at 27% compared with the NSW Government Norm of 36%.
- **Survey 2:** The school was rated at 29% compared with the NSW Government Norm of 36%.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- **Survey 1:** The school was rated at 7.8 compared with the NSW Government Norm of 7.7.
- **Survey 2:** The school was rated at 7.8 compared with the NSW Government Norm of 7.7.

Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.

- **Survey 1:** The school was rated at 7.5 compared with the NSW Government Norm of 7.2.
- **Survey 2:** The school was rated at 7.2 compared with the NSW Government Norm of 7.2.

Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.

- **Survey 1:** The school was rated at 8.7 compared with the NSW Government Norm of 8.7.
- **Survey 2:** The school was rated at 8.6 compared with the NSW Government Norm of 8.7.

Teachers

In 2022, staff were invited to take part in a survey highlighting their feedback around the teaching and learning practices utilised across the school. A total of 21 teachers responded to this survey.

When asked about the strategies that teachers implemented in their classrooms, the following were indicated:

- Learning Intentions and Success Criteria (70%)
- Explicit individual feedback (75%)
- Adjustments (80%)
- Differentiated group work (85%)

When asked about the types of technological devices that were used in their lessons, the following were indicated:

- Laptops (83%)
- iPads (72%)
- Dashbots (27%)
- Coding and robotics (22%)
- Ozobots (15%)
- Lego 'we do' kits (5%)

When asked to identify the High Potential Gifted Education programs that teachers would like to see implemented in 2023, the following were indicated:

- Writing (95%)
- Number (95%)
- STEAM (75%)
- Other (5%)

When asked to identify the forms of assessment that teachers used to inform their teaching, the following were indicated:

- TEN assessment (85%)
- Pre and post tests (90%)
- Rubrics (75%)
- Spelling tests (60%)
- Benchmarking for reading (30%)
- Open-ended questions (65%)
- Observation checklists (60%)
- Quick quizzes (45%)
- Entry/exit slips (40%)

When asked to identify the wellbeing activities that teachers engage their students in across the school, the following were indicated:

- Kindergarten Life Skills
- Life Skills Year 1
- Social skills groups
- Get Lost Mr Scary
- Friends resilience program
- Second Step

Parents

In 2022, parents were invited to take part in a survey highlighting their feedback around the school's culture and practices. A total of 120 parents responded to this survey.

Parents were asked a series of questions, in which they were able to provide a yes/no response. The following results indicated the percentage of parents who answered yes to the following questions:

- Does your child/ren feel supported at school? 90%
- Do you feel supported by the school? 75%
- Does your child receive support for their learning? 45%
- Do you feel well-informed with your child/ren's learning? 65%
- Does the school encourage/support regular attendance from students at school? 95%
- Do you feel supported in your child's social skills development? 80%
- Does your child use technology at school? 87%
- Would you like to see your child using more technology at school? 73%

In 2023, Hassall Grove Public School will continue to build strong connections with the community and revise current practices to ensure students, staff and parents are well supported and work together in partnership.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.